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# Family Stabilization: Does it Work?

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# FAMILY STABILIZATION: DOES IT WORK?

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A Project  
Presented to the  
Faculty of  
California State University,  
San Bernardino

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Social Work

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by  
Angela Marie McKindley

June 2016

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Angela Marie McKindley

June 2016

Approved by:

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## ABSTRACT

The purpose of this research study on family stabilization is to identify whether this program is working while CalWORKs participants are achieving their educational goals. Family stabilization is a county program that assists those who need supportive services in domestic violence, mental health, substance abuse, and homelessness. The first phase was to assess the participant's knowledge and understanding of the family stabilization program. The second phase involved a focus group, who could express their questions or concerns regarding the family stabilization program. The final stage was to review and interpret the information provided, in hopes to clarify the participants understanding of the family stabilization program is and the services that are available. Results of this study could not answer the proposed research question, Family Stabilization: Does it Work? There was a lack of significance regarding knowledge of the family stabilization program from the CalWORKs participants. This study does show that communication between the participants and the county offices needs improvement; especially on the availability of programs. The weakness pertained to the sample size and duration of the research project. I do find the research as creditable due to the personal interviews pertaining to their understanding of family stabilization. To completely understand how this research project was conducted and analyzed, readers need a fairly refined knowledge of social science research methods.

## ACKNOWLEDGMENTS

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## DEDICATION

This project is dedicated to my children Isaac S. Medina and Brianna M. McKindley, is was rough for you both as I completed this educational journey. I missed so many things these last three years but I am grateful we have so many more amazing years ahead! I love you both dearly, don't ever forgot that. XOXO

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## CHAPTER ONE

### ASSESSMENT

#### Introduction

Crisis or everyday events can affect anyone if they do not have the proper support systems in place. This study covered the crisis or events that could impair an adult recipient's ability to participate in the welfare-to-work (WTW) program. Many students who are participating in the WTW program are juggling many roles: student, parent, employee, volunteer, care provider, and do not have the proper support in place when times get tough. This study utilized a constructivist approach and qualitative data gathered from key informants to include but not limited to: employment specialist, counselors, peer advisors, and College students, research highlighted the areas needing Family Stabilization improvement. Data gathered from the study showed how the Family Stabilization Program services reduced multiple family stressors. Though the literature is still fairly new in this research area, it did show the services families need to be fully participating and within compliance of their WTW program. Social learning theory is the theoretical orientation of this research study. By using behavior modeling and focusing on how the participants interact within their environment, data from this study demonstrate that increasing supportive services improved overall positive behaviors of the students who are participating in the WTW program while also decreasing negative influences. This allowed participants to complete their educational

goals while maintain program compliance. The results from this study will assist with social work practice in both macro and micro practice by improving the overall communication of participant's who were requesting services and having them implement the services in a timely manner. With increased communication between the ES workers and the WTW participant a significant reduction in long term or continued use of TANF/CalWORKs/CalFresh funding will occur.

### Research Focus

The focus of this research study was on family stressors (e.g. child care, books, transportation, and mental health with self or family members) that affected CalWORKs participant's in successfully completing an AA/AS degree or certificate program. The project identified supportive services that were less likely to be linked to the WTW program participant.

Through the interview process of participants, Employment Specialist, Managers on all levels, and community support systems the researcher focused on how to improve child care services, increase behavioral health services that are offered, and adding mentorship while increasing the GPA and completion of semesters attempted in good academic standing. Therefore, increasing certificates, AA/AS degrees received and transfer rates among program participants. This will significantly allow the state of California to decrease the number of individuals who return for state supportive services

and are now participating in a life of well-being and financial growth of the community.

### Paradigm and Rationale for Chosen Paradigm

A constructivist approach initiated the need to find out who the key players were, who the participants were, and the time frame set for the research study. By using the hermeneutic dialectic circle, the researcher, identified the different dialectics on how these perspectives' affected the research question. Appendix C identifies who was a part of the hermeneutic dialectic circle. By considering all constructs of the underlying issue of Family stabilization and how it affected the successful completion or compliance of the CalWORKs program determined what areas needed to be looked into. These areas are both hurting and helping the clients.

This allowed the researcher to plan a specific place and time to gather data. By utilizing the responses from the initial surveys the researcher was able to identify needs for academic success and discussed the likes and dislikes regarding their understanding of the Family Stabilization Program.

Because this study was unique to a time and place it gave a snap shot into how life experiences affected students at that point in time. With creating a safe area where participants could freely discuss personal issues/stressors individuals began the start of opening communications with the CalWORKs Department and the gate keepers within Family Stabilization. This was done

by exploring and explaining why it occurred the way it did at that time by focusing on the problems, evaluations, and or policies presented.

This study required a strong commitment of time due to the many strategies needed to collect all possible interpretations on the research topic. This allowed for flexibility and room for anticipated changes throughout the research process.

### Literature Review

The goal of Family Stabilization is to reduce the overall stresses while a CalWORKs participant is working toward completing an AA/AS degree or certificate. By working together as a unit, the research shows underreported stressors that still affect the CalWORKs success rate while maintaining educational attainment.

#### Family Stabilization

The CalWORKs Family Stabilization (FS) Program was established by Assembly Bill (AB) 74. FS is a new constituent of the CalWORKs Welfare to Work (WTW) program that provides intensive case management and services to families who are involved in a crisis situation. The goal of FS is to increase client's self-attainment in light of the flexible WTW 24-Month Time Clock through more intensive case management along with the obligation of clients to the additional activities or barrier elimination necessary to ultimately achieve self-sufficiency (Berger, 2014; CDSS, 2014; Dozier, 2013).

These situations or crises include, but are not limited to:

- Homelessness or imminent risk of homelessness;
- A lack of safety due to domestic violence; and/or
- Untreated or undertreated behavioral needs, including mental health or substance abuse - related needs (Berger, 2014; CDSS, 2014; Dozier, 2013).

#### CalWORKs Welfare-to-Work Program

“WTW is the State mandated program that provides employment and training services to CalWORKs participants. The goal of WTW is to enable participants to achieve self-sufficiency through employment” (LADPSS, 2013, p. 184). One of these goals is to allow the CalWORKs participants to choose an educational goal in which they work toward an AA/AS Degree or Certificate. As goals are set, life circumstances can derail the participants from reaching these educational goals. Family Stabilization is a foundational support in assisting with reaching the attainment of those goals.

The denial of services and the lack of information that is being presented to the entire socioeconomic population is hurting society in the long run. In under communicating available services at the beginning stages with county managers, regional managers, CalWORKs staff, employment specialist, students need help identifying the services that are missing. What is the reason for the denial?



According to the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) of 1996, provides supportive services for individuals who are seeking financial assistance. Individuals requesting services for improving their life situation have the opportunity to discover job exploration, education, and/or build stronger language skills. Under this umbrella is the CalWORKs program that offers participants the ability to use education and vocational training to count as an approved activity through the Welfare-to-Work guidelines (Bartle & Segura, 2003). Supportive services that are currently being offered to WTW participants are: Domestic Violence, Substance abuse, Mental Health, and Homelessness.

#### Employment Specialist Limitations

Are the participant's receiving the supportive services in a timely manner for these life changing events? According to Bartle and Segura (2003) the answer is no. County workers are not properly informed on how to recognize stressors that are unseen within the family setting or structure. They are trying to handle their caseloads in a quick manner for fear of department repercussions. This has caused many employees to resign due to the stress that is placed on the workers.

#### Mental Health Services

Mental health has shown to be a growing need that creates participants to fall under a non-compliance order or sanction (a decrease in the amount of financial support given to the family which does not allow productivity). This

creates added stress to the family circle. This increases the fear and distrust between the workers and the WTW participants. This opened the discussion to evaluate the supportive mental health services that are currently being offered to CalWORKs participants and their families.

Katz (2013) states the County limits educational goals; but despite these restrictions, women and men are pushing to continue reaching their educational dreams. Many will need supportive services because life just happens. Many participants who could have been eligible to complete an educational program have lost time due to the 24-month educational time clock. Participants are looking for the best possible chance to prove that they can continue their education with the proper supportive services put into place.

### Theoretical Orientation

Social Learning theory suggests that human behavior is learned as individuals interact with their environment (Turner, 2011). If human behavior is taught within the social setting and therefore is altered in the social environment a continuing system of exchanges between individuals will occur. as individuals interact with their environment (Turner, 2011). Social learning theory involves two general methods, both concerning persons other than the client. First, others can model or role-play the anticipated behavior for the client, producing an environment for adaptation. Second, therapists can teach significant others to help the client, treat others, or at least help the client deal

with imperative others, thus warranting a supportive environment for the client (Zook, 1986).

As with CalWORKs WTW participant's, they too adapt to the circumstances that are continually going on around them. By identifying problem behaviors social workers can focus on the dysfunctional thought processes which are influencing the behavior. With gradual "reconditioning" we can reshape new stronger behavior with the use of supportive services and decrease the stressors which can make students unsuccessful in obtaining an AA/AS degree or certificate. With adding support groups in the educational setting, participants can gain a positive outlook just by hearing and understanding the real struggles that previous participants went through. This leads to hope, personal strength, and success.

#### Potential Contribution of Study to Micro and Macro Social Work Practice

With this research in place, the researcher will convey the significance of what is missing within the Family Stabilization program as CalWORKs participant's successfully complete their educational goals. Having looked closer at the entire family, certain stress factors were identified from former participant's and helped the new and returning groups to achieve overall success. Each role the participant played was a huge factor in what services were presented to establishing family homeostasis; which is what the county wanted in the end and reduced the number of participants who returned for

supportive services. This lead to the beginning stages of the contribution to the field of social work.

### Summary

The research focused on CalWORKs participant's and the supportive services needed while completing an AA/AS degree or certificate. By using a constructionist paradigm, the researcher will show all reality is subjective (Morris, 2014). Having understood the role by using social learning theory, social workers provided more complex supportive services to participants and improved communication on an individual and community level within the field of social work.

## CHAPTER TWO

### ENGAGEMENT

#### Introduction

Rapport was established within the San Bernardino County Department of Behavioral Health and Community College CalWORKs sites and the research study of Family Stabilization and the effects on the CalWORKs participating population was completed. The first round of participants engaged through an online survey that included questions regarding their understanding of Family Stabilization. Items on the survey instrument allowed study participants to rate the success of Family Stabilization, the services offered and how well they understand these services. Survey responses were used to identify study participants who were able to further discuss Family Stabilization within an interview setting. These components were critical in developing an accurate and competent concept for each participant.

#### Engagement Strategies for each Stage of Study

##### Commitment of Participants

Participation within the constructivist paradigm required intense interaction with participants and varied due to the number of those interactions. This was due to the varied number of times a participant had to meet with the researcher to clarify points during the interview. It was essential to build rapport with the gatekeepers of the site. These gate keepers are the leaders and trusted community members that provided key personal interest of

developing a deeper understanding of the project (Morris, 2006; Morris, 2014). In facilitating and interpreting the data collected, the issues that were raised increased the communication between the gatekeepers and the community with the perceptions on how Family Stabilization benefited the participants who were engaged with Family Stabilization services. Starting from a micro point of view and how it internally affects the individual; mezzo, to enhanced the family and community; and macro, the development of Family Stabilization and changes that benefited future research, and the organizations who assisted the WTW participants.

Engagement was based on the interactions of the participants who were educated on the services regarding Family Stabilization as it affected educational goals. With the development of key players and a time line for participants to follow, it created the dialectic circle in how each person was informed on the presenting problem(s), but allowed them to develop their own perspectives regarding the presenting issue(s).

#### Key Sites

The study used an agency in Southern California that assists with the delivery of Temporary Assistance of Needy Families (TANF) as a source of income. The Employment Specialists were able to identify the problematic cases that had multiple issues within the family unit that were decreasing educational success. The issues presented were: child support/child care,

homelessness, and Behavioral health issues, along with transitional and supportive services in finding long term employment.

People who were included in the dialectic circle were willing participants that had self-identified as needing or wanting help; the researcher, who brought ideas that were beneficial as they went through the CalWORKs program; the Employment Specialists, who work closely and directly with the participants, they were the first to assess the needs of the case; community college CalWORKs program and the educational counselors, who are the advocates between the student and the County. The community college CalWORKs program also was a point of contact for the student to disclose personal information regarding family stressors; directors and county regional managers, who are seeking the feedback of the success of the Family Stabilization program.

### Self-Preparation

In preparing for this research it was important to gather as much information on what the CalWORKs program is, the guidelines, who qualified, what services were offered, how a participant requested services, who the individuals were in seeking services through CalWORKs: age, gender, household size (extended family), time limits. This research study only used those individuals who were 18 years of age and older, both male and female, and who were actively participating in the CalWORKs program. By defining the meaning of Family Stabilization and the services that are offered, the

qualifying participants were able to educate and empower themselves for request of future services.

Having engaged the students and their knowledge of Family Stabilization, the researcher was dedicated to increasing the communication between the Community College, along with the Employment Specialist, Directors, and Regional Managers within the County of Southern California.

#### Community College CalWORKs Counselors/Administration

Identifying the knowledge and understanding of Family Stabilization through face-to-face interviews, email exchanges, phone conversations, and surveys increased the support between the student, the community college, and the County officials. All parties were able to understand the extenuating circumstance (e.g. mental health, homelessness, domestic violence, and substance abuse) through the use of increased delivery of services.

#### Diversity Issues

While conducting research on this topic diversity issues were presented. The researcher looked at the socioeconomic status of the participant; parenting status (single or two parent, divorced, separated, widowed); cultural differences; ages of the participants; number of family members involved (which can include extended family members); current or previous work history; educational history; and lastly history of mental health.



## Ethical Issues

Ethical standards were put in place to ensure all participants safety and confidentiality were always protected throughout the course of the research project. In using the constructivist paradigm, it appeared, the likelihood for ethical issues to arise were greater (due to the one on one interviews and personal information provided); with the use of open data collection (e.g. focus group) and the encouragement of sharing amongst other recipients, can put confidentiality at risk, especially if they disclosed any kind of abuse that might be happening. By keeping survey's confidential the researcher was able to eliminate all personal identifying information. Also, ensuring the individuals that they had the right to withdrawal from the research at any time and did not force anyone to comply or continue with the use of coercion or threats. The conflict of interest needs was considered as well, due to the fact the researcher was a former recipient of WTW CalWORKs program while obtaining educational advancement. This was done by adhering to the research ethics that pertained to this study and the protection of the human subjects was the biggest priority.

## Political Issues

Each person has a unique perspective of what should be encompassed within the family stabilization act. There are county mandates that will dictate the length of time a participant can utilize a service or services. How do we make the most out of utilizing the CalWORKs time clock in connecting the

participants with services that will increase the family unit and educational goal attainment? Empowering the CalWORKs participants to seek the support of Family Stabilization will decrease the extended need for prolonged services. This will benefit all political parties who advocate for the increase and those who advocate for the decrease of funding transitional services. In the end we are all trying to reduce the number of participants in returning to seek assistance through transitional programs. We have to look at funding sources and who's making the final decisions at the site within San Bernardino County.

### The Role of Technology in Engagement

As previously stated, with the development of technology over the years has made connecting with individuals quicker and easier. By using different modes of communication such as e-mail, Facebook, FaceTime/Fuze/Skype, or texting; meetings can take place almost anywhere at any time as long as there is an internet signal or Wi-Fi setting connection. With the growing technological social network sites, chat rooms, message boards that can be accessed over the internet people can communicate with ease and convenience. This assisted with the initial engagement phase of the researcher with the recipient's and the members within the hermeneutic dialect circle.

## Summary

Engagement and building rapport was an important factor for the researcher. Maintaining open communication as program information was presented, allowed for the development of the data collection to build. By keeping Diversity, Ethical, Political, and technological changes in the forefront of the communication process, changes will occur over the research process. Looking at what is being divulged by the participants, Community College Counselors, Employment Specialist, and the Administration from San Bernardino County, the methodology will allow for a subjective approach using non-probability sampling.

## CHAPTER THREE

### IMPLEMENTATION

#### Introduction

The research was completed within an agency that provides family stabilization services in Southern California. The key populations that were looked at are the men and women amongst the CalWORKs WTW program working toward the educational attainment of a college certificate, AA/AS degrees, or those who transfer. The study participants included the CalWORKs participants along with other stakeholders that work closely with these participants. Participants were chosen through the use of a non-probability purposive snowball sampling method with a particular effort to reach maximum variation among study participants. This sampling method allowed for diverse experiences of unique descriptions but allow for shared patterns that are common (Morris, 2006). With following up with snowball sampling the participants were allowed to identify others who have had similar experiences (Morris, 2006). Data was recorded and stored within the Qualtrics Survey Software. The termination process was monitored thoroughly along with the follow up steps and procedures.

#### Research Site

The Transitional Assistance Department (TAD), which is an umbrella program, of Southern California that works closely with the CalWORKs

department. The CalWORKs program assists students in transition from public assistance to economic self-sufficiency (employment).

### CalWORKs Services

According to DPSS, (2015) to be eligible for CalWORKs the participant must meet the following criteria:

- Reside in California
- Have eligible children or pregnant
  - A deceased, disabled, or absent parent
- Be a citizen or lawful immigrant
- Have a social security number or applied for one
- Have net income less than the maximum aid payment for the family size; have less than \$2,250 in the bank
- Provide immunizations for children under six
- Cooperate with the Child Support requirements
- Participate in a Welfare to Work (WTW) activity; 20 hours for one parent who has children under 6 years of age; 30 hours for one parent who has children over the age of six; 35 hours for a two parent household

### Study Participants

These families can be either single or part of a two-parent household, no minimum educational unit load carried per semester, an approved WTW plan, meet the WTW requirements of 20-35 hours per week, and be in good

standing. Each participant must have education approved as a WTW activity; this normally is based on employment or training that will lead to long term employment. For the participants to be in good standing they need to comply with having a monthly time sheet submitted showing they are attending their activity, along with travel claims to and from those activities. Grades are also submitted at the end of each semester showing progression towards their educational goals. Lastly, an educational plan must be followed that has been set at the beginning of their educational WTW contract (minor flexibility of changing classes is consider); this shows the number of units the participant will be taking each semester and is comprehensive to include all terms until their educational goal has been reached.

#### Selection of Participants

The sampling strategy chosen for this study was non-purposive snowball sampling. Also, constructivists tend to use maximum variation sampling in combination with snowball sampling (Morris, 2014). Research looked at the individuals within the community college setting that are oppressed based on supportive services received or currently offered (or not offered) within the WTW CalWORKs program. By looking at this cohort within a community college setting and disseminating the available level of supportive services for the individual within the educational setting determined where the needed supports should be focused on for participants to complete their educational end goals.

## Data Gathering

Qualitative data was gathered through interviews of the study participants. But first, before information was even gathered all participants were given an informed consent form (Appendix F); this was signed and properly explained regarding the roles of each person who participated in the study; before any interviews occurred. Also the Institutional Review Board (IRB) Social Work sub-committee, California State University, San Bernardino and the Chaffey Community College IRB (Appendix B) provided approval for the study. The IRB at both institutions made sure risks were looked at and practices of protection were put into place to protect the rights of all the participants involved. There were no foreseeable risks to the participants.

Once an interview was completed, it lead to other key players that were able to add their perspective on the services provided under Family Stabilization; which was based on knowledge, feelings, and personal experience (if any) of participating with the Family Stabilization program. By looking at these three components the researcher was able to identify participants who had both good and bad experiences with the process of receiving services under the Family Stabilization Act.

## Phases of Data Collection

There were two stages of collecting data. The first phase was comprised of the initial interviews amongst the participants and the research interviewer, which created the hermeneutic dialectic circle. Each member got

the opportunity to respond to an introductory survey to test their understanding of the Family Stabilization Act (Appendix H). Once surveys were reviewed, the researcher started the interview process which was based on the answers given through the survey. This lead to snowball sampling from the initial interview to others who have communicated feelings of gratitude or frustration, the understanding of Family Stabilization, or the approval or denial of these services.

#### Criteria of Family Stabilization

According to DCSS (2014) the following list includes situations or crisis requirements that individuals must meet to qualify for Family Stabilization:

- Homelessness or imminent risk of homelessness;
- A lack of safety due to domestic violence; and/or
- Untreated or undertreated behavioral needs, including mental health or substance abuse-related needs

In conclusion, participants who met the criteria and added to the findings of services needed for educational success or seeking additional information based on questions asked or provoked. This lead to the communication of member check-ins which allowed the discussion of the literature on Family Stabilization, how participants process this information, and what is being projected to the key informants regarding services that are currently being sought out for individual educational success.



The Second phase lead to literature reviews, county reports, and documents which identified behaviors, experiences, opinions, values, knowledge and background on the Family Stabilization Act.

Lastly, the researcher looked at all data and remove any redundancy and collaborated as members of the hermeneutic dialectic circle to offer credibility and continued construction of communication for supportive services. This was based on the units of information gathered on a set of standard questions which were expanded upon. Types of units were divided into categories which included but not limited to relevant information that could be recorded separately. Then categories were developed so the researcher can see the recurring themes that included: concerns and issues.

#### Data Recording

Interviews were audiotaped with the permission of the participants and were documented through the use of an audio consent form (Appendix A). Notes were taken throughout the interview process and recorded in a journal. This assisted in the development of units/categories. Names and descriptions of the participants were kept confidential at all times. X's were used for processing purposes to maintain confidentiality. The researcher was the only one who had access to student identification numbers which allowed for a non-probability sampling for this research study.

## Data Analysis

The initial data analysis conducted was through the use of an online survey through Qualtrics Survey Software to test the knowledge and understanding of the family stabilization program. A flyer was sent out to the CalWORKs population requesting their voluntary participation (Appendix E). The questions allowed the researcher to see how many understood the FS program. How many applied for services. How many were approved for services. How many were denied services. In addition, looked into whether the process was explained for the approval or denial. Informed consents were reviewed electronically before the initial survey could be completed. A total of 350 surveys were sent out to participating CalWORKs students and 25 were received. The answers provided through the survey determined the themes and categories that formalized the process of analysis. The researcher did this by breaking down reported information to look for reoccurring themes.

The second stage of analysis was completed through focus group interviews (Appendix D). The study participants received a second electronic requesting group interview participants (Appendix I) notice Each participant read, reviewed, and signed a consent form for the use of audio recording. Interviews were recorded with the use of a hand held digital voice recorder; then the interview was transcribed into a report. The development of completing the focus group interviews took approximately two hours.

The units of information gathered from the interviews were broken down into codes based on similarity. This built up the unique themes and common threads that emerged from the qualitative data collected. Based on the themes developed by the participants, this was able to clearly identify the lack of information that was being presented about the FS program and the criteria for qualifying.

After the initial processes of interviews was completed the researcher developed the defined categories and sub-categories. This created the development of what are perceived as the main vulnerabilities of CalWORKs participants in maintaining success in daily life while completing their educational goals.

### Summary

By listening and engaging the human experiences of the issue(s) that were presented, the researcher reflected on the content of emotions and behaviors of all individuals surveyed and interviewed. The researcher met the personal needs by relating to people that have participated in allowing the process to encompass the social group as a whole in hopes of reducing any potential conflicts as they related to the completion of the participant's educational goals.

A constructivist researcher looks at data analysis from the individual and builds units that unify common themes. All data appears to develop within the use of the hermeneutic dialectic circle, with the use of qualitative

interviews, documents, and readings, and interpreted into parts known as units. This allowed for a comprehensive description of relevance of the information being gathered from all sources on the continual interaction between the data collected and the data analysis; eventually, leading to a group understanding of the research focus and the action within its overall accuracy of the Family Stabilization Act. In the end by using the constructivists approach in research we are trying to project future program development by acknowledging the individuals and organizations that put in the time to create change for the better of mankind.

## CHAPTER FOUR

### EVALUATION

#### Introduction

After reviewing the initial online Qualtrics survey, focus group interviews were set up to seek clarification on the understanding of family stabilization from the participant's point of view. Further analysis was able to determine reoccurring themes (Table 3). The themes assisted with answering the original question of "Family Stabilization: does it work?" A total of nine reoccurring themes developed as the group interviews were reviewed and analyzed and they included: 1) Perceived respect and consideration from the assigned Employment Specialist, 2) Needing more emotional support system, 3) Limited finances and resources, 4) Limited educational time, 5) Lack of disability supports, 6) Stable/Affordable Housing, 7) Program awareness/Complicated process, 8) Insufficient time competing requests, and 9) Unsure.

#### Data Analysis

Table 1 presents demographic characteristics of the study sample. The average age range for the sample was between 26-32 years of age. A large proportion of the study participants were women (96%) with only 1 male participating in the survey (4%). The number of children the participants were taking care of averaged at 1 (46%); followed closely by 2 children (38%); where (8%) stated they had 3 children and (8%) stated they had 4 children.

58% of the study participants were enrolled in 10 or more units for the spring 2016 semester. 17% were enrolled in 7 – 9 units; 17% were enrolled in 4 – 6 units; and 8% were enrolled in 1 – 3 units.

Table 1. Demographic Characteristics of Study Sample

	<b>N</b>	<b>%</b>
<i>Age</i>		
18 - 25	4	17%
26 – 32	11	45%
33 – 40	5	21%
41 – 48	2	8%
49 – 55	1	4%
56 – 62+	1	4%
<i>Number of children</i>		
1	11	46%
2	9	38%
3	2	8%
4	2	8%
5 +	0	0%
<i>Number of units for Spring 2016</i>		
1 – 3	2	8%
4 – 6	4	17%
7 – 9	4	17%
10 – 12+	14	58%

*Source:* Information was obtained from Qualtrics an online survey site.

Table 2 presents the knowledge of the family stabilization program for the study participants. Of the surveyed participants, 46% have heard of the

family stabilization program, 42% have not heard of the program, 13% were unsure. 13% understood the services provided under the family stabilization program, 42% did not. When asked if the participant had ever been sanctioned for not meeting the WTW contract hours, 33% replied yes, while 67% replied no. Table 3 presents understanding of family stabilization. 29% of survey participants have applied for family stabilization services, 42% have not applied. Next, was your requests approved or denied? 18% were approved; 9% were denied; 5% were pending; 68% were not sure. The researcher wanted to know if your request was denied, did you receive a denial letter explaining the reason for the denial? 6% replied yes; 33% replied no; 61% replied unsure. If services were denied did the participant appeal for family stabilization services? 6% replied yes; 24% replied no; and 71% were unsure. If services were approved did the participant fee these services were helping them achieve their educational goals? 22% replied yes; 11% replied no; and 67% were unsure. The researcher wanted to know on a scale from 1 – 4 rate your understanding of the family stabilization services. 4% high; 22% somewhat high; 43% somewhat low; 30% low.

Table 2. Knowledge of the Family Stabilization Act

	N	%
<i>Have you heard about the federal program, The Family Stabilization Act?</i>		
Yes	11	46%
No	10	42%
Unsure	3	13%
<i>Do you understand the services provided under The Family Stabilization Act?</i>		
Yes	3	13%
Somewhat	6	10%
Not sure	5	21%
No	10	42%
<i>Have you ever been sanctioned for not meeting your Welfare-to-Work (WTW) contract hours?</i>		
Yes	8	33%
No	16	67%
Unsure	0	0
<i>Have you ever applied for family stabilization services?</i>		
Yes	7	29%
No	10	42%
Not sure	7	29%
<i>Was your request for services approved or denied?</i>		
Services were approved	4	18%
Services were denied	2	9%
Services are pending	1	5%
Unsure	15	68%
<i>If your request for services were denied, did you receive a denial letter explaining the reason for the denial?</i>		
Yes	1	6%
No	6	33%
Unsure	11	61%



	N	%
<i>If your services were denied did you try to appeal for services that are provided through the Family Stabilization Act?</i>		
Yes	1	6%
No	4	24%
Unsure	12	71%
Pending the appeal process	10	42%
<i>Do you understand the services provided under The Family Stabilization Act?</i>		
Yes	3	13%
Somewhat	6	10%
Not sure	5	21%
No	10	42%
<i>If your services were approved under the family stabilization act, do you feel these services are helping you achieve your educational goals?</i>		
Yes	4	22%
No	2	11%
Unsure	10	42%
<i>On a scale of 1 – 4 how would you rate your understanding of the Family Stabilization Act and the Services provided?</i>		
1 – I strongly understand	1	4%
2 – I somewhat understand	5	22%
3 – I do not understand	10	43%
4 – I am unsure if I understand	7	30%

*Source:* Information was obtained from Qualtrics an online survey site.

Table 3 represents the first set of reoccurring themes from the online Qualtrics Survey Software. The question asked was: What do you think might be missing in assisting with meeting your educational goals? Of the participants who responded to the online survey a total of 15 participants provided feedback. Respondents reported, “Case workers are not being open with me about what my options are”; 33% agreed with this comment.

Respondents further went on to state, “I know I don’t feel like I get enough emotional support.” This was the greatest number at 60% of participants who agreed. Respondents added, “I feel like they don’t care. They just want to throw us in an active that will make their job easier. Don’t they understand we are already limited on the money we get, it’s tough”; 33% of the group also agreed. “We already have such a limited time with trying to get done with our education, don’t waste our time when we are being serious.”; 40% agreed with this comment. Respondents continued with, “Our available housing resources are at times unsafe (reported by 20% of survey participants) and can be too expensive because of the amount of aid we receive for the family size. It doesn’t matter if we work on the side, because we still get cut for bring in income. How can we compete with county obligations, family life, school, and contract hours with those who don’t have these “obstacles”; 46% conquered. Another 3% were unsure of how to answer this question.

Table 3. Reoccurring themes of study sample

Theme	N (%)
Respect and Consideration from ES	5 (33%)
More Emotional/Support Systems	9 (60%)
Lack of Finances/Resources	5 (33%)
Limited Educational Time	6 (40%)
Lack of Disability Supports	2 (13%)
Stable/Affordable Housing	3 (20%)
Program Awareness/Complicated Process	3 (20%)
Insufficient time completing requests	7 (46%)
Unsure	3 (20%)

*Source:* Information was obtained from Qualtrics an online survey site.

### Data Interpretation

Based on these answers provided, the researcher then wanted to further discuss in more detail the given responses. There were a total of 10 participants, 8 were females and 2 were males, who provided more information based on a set of questions that led the focus group discussion.

The majority of the focus group reported they did not know about the family stabilization program. Respondent 1 stated, “Why have we not be told about these services? I know my family could really use the mental health services. I know for a fact my ES knows I had some issues with my children’s father; no one offered me extra help or my kids. Why?” (personal interview, March, 2016)

Respondent 2 reported, “How can we rate a program we don’t know anything about? Why keep the information about these services from being hidden from being us?” (personal interview, March, 2016)

Respondent 3 added, “Exactly, how is that helping us, our families, the county, or the state. They want us to get a job and get to work well why allow us to continue to struggle with issue they clearly have solutions for.” (personal interview, March, 2016)

Respondent 4 stated, just because we have to seek support through the county to help get our families back on our feet, we should not be treated with the lack of respect they show us. I don’t know how many times we have had to bring in more documentation because they “lost it”. Are you kidding me? It’s no wonder we’re not told of additional programs, they are trying to put out case fires and cover themselves. (personal interview, March, 2016)

It was clearly reported that the majority of the focus group participants did not understand what family stabilization was or understand the services the program provided. The respondents were angry; which was shown by the increased loudness or tone and body language presented of crossed arms. They felt as if their ES case worker was hiding information from them that could possibly assist them with issues that they clearly had supports for.

### Implications of Findings for Micro and Marco Practice

A total of 350 surveys were submitted online to the student's campus email. Of those 220 surveys were opened. Due to the limited participation, 27 started the survey in which only 25 completed the survey. Of the 350 participants, 1 chose not to participate. This left a total of 24 survey participants who completed the entire process. This does not allow for an overall group understanding of how the CalWORKs participants understand the family stabilization program.

#### Micro Practice

With having a low number of surveys for the writer to work with, clearly it is an under-representation on how the average WTW participants understands the family stabilization program. Is it working? More research needs to be completed to understand and properly answer this question. The writer did find out that case individuals are not being informed of possible services needed for achieving educational success. The presenting program of family stabilization sounds great on paper. Where the writer sees hindrance is the ability to report these services from the state program to the necessary office entity.

#### Marco Practice

Engagement with those who are writing policies that is going to benefit clients need to build stronger rapport with those who are seeking supportive services. Let the program be assessed and identify the missing pieces. In this

study example it would focus on how the information is getting out the clients. This will allow better planning of educating agency staff at all levels with how to get the conversation started, presenting the facts of what is currently offered, and assisting with the application process.

By seeking statistical evaluation of the family stabilization program, gaps of missing services, populations who are being under-represented or underserved, and redevelopment of the application process for easier access will allow for the continued assessment of services that are being provided. The state may find funding in a particular area is not being utilized and could be used in a stronger area of need.

The continued assessment of the family stabilization program to implement changes for the clients will need to formulate relationships at the state, county, and local levels; including the client themselves. By looking to see if the goals are being achieved will determine whether changes need to be made due to a lack of resources. Looking at the maintenance of what the family stabilization program needs to look at aftercare programs and changes can determine continued success.

### Summary

The reported results from the received data for this research project shows relevant data found from this study. The researcher utilized descriptive demographic information, personal understanding of the family stabilization program, and built on reoccurring themes to display common themes. This

determined there is a lack of communication from the agency to the WTW participants regarding the services under the family stabilization program.

## CHAPTER FIVE

### TERMINATION AND FOLLOW UP

#### Introduction

This study explored the understanding of the family stabilization program and the services provided to the participants of the WTW program. All continuing relationships will cease once the writer communicates the findings. By providing the finding to the key players, San Bernardino County TAD, Chaffey College CalWORKs, the Chaffey College CalWORKs educational counselors, the county Employment Specialist (ES), the writer will hope actions steps will be put into place to improve the communication of services available under the Family Stabilization program. With this program being relatively new, the writer will encourage more research to determine how the key players plan to increase education of services.

#### Communicating Findings

Allowing key players to empower themselves within their role of supporting and understanding the Family Stabilization Act, will increase communication through the analysis of alternative action plans. By incorporating the hermeneutic dialectic circle to identify actions steps, (those who are responsible for the task within the steps, and where and when the action will occur) demonstrate organizations within the community as well as the leaders and the researcher.



The research identified others areas of concern from the student participants' perspective. Let's look at the scenario of increasing childcare payments to providers within a timely manner. If a CalWORKs participant has to miss class due to non-payment, the student is missing key information for the successful completion of the class currently enrolled in. By providing a payment to a provider in a timely manner we will increase and empower the student to attend class on a regular basis while elevating future stress. This holds the agency in question accountable for timely childcare payments. This is just one component of what CalWORKs participants encounter while completing their educational goals.

Articulating the underlying issues that decrease the student's success will significantly increase the overall degrees or certificates earned and reduce the continual need of state supportive services. How do you know this? By studying the community members, we looked at the effectiveness and the issues that are were presented in hopes of assessing future program development.

### Termination

With areas of data gathered through the interview process and the collaboration with the members of the hermeneutic dialectic circle, the issues (units) have been compared and contrasted to explore areas of supports needed while improving the completion rates of receiving college certificates, AA/AS degrees, or for transfer. This allowed the researcher to present on how

to move forward as a group by reflecting on what has been uncovered. By detailing the initial research focus, techniques used to interview and observe, the relationship of the hermeneutic dialectic circle, units identified an agreed on; created a plan to address the issues that need stronger commitment in developing plans of action to increase the AA/AS degree attainment by adding strong connections for supportive services. Stakeholders will hopefully take ownership of what is being presented and seek change for future development of programs or support systems.

#### Follow Up

With the use of constructivism, we looked at how situations and discussions improve the services of the Family Stabilization Act, so follow up is not usually completed. Once a new source of knowledge has been created and identified to increase supportive services for CalWORKs participants who are working toward an AA/AS degree or certificate. This can assist other researchers who want to further test the presented research. Technically, this research could never end, depending on the continued development of programs and services.

#### Communicating Findings to Study Site and Study Participants

The writer plans to highly encourage the County of San Bernardino to continue to follow up with utilizing the Constructivist approach to eliminate concerns of limited communication on services that are available to the

participants under a WTW/CalWORKs contract (Morris, 2006). Provide more training for the ES workers, educational counselors, and the participants on the dissemination of the materials of all potential services based on eligibility. In addition, encourage additional training on sensitivity.

### On-Going Relationship with Study Participants

The researcher will not have an on-going relationship with the case study participants. They did receive a debriefing statement in which the writer reviewed their participation in the study. The writer also included resources within San Bernardino County (Appendix G). By becoming educated on the services that are covered under the family stabilization act, the researcher hopes to have developed empowerment skills for future use. The study participants can now advocate for others due to the knowledge gained.

### Dissemination Plan

This research project will serve as a pilot study for the local county agencies to see how participants are understanding what family stabilization means, has to offer, when it's being offered, and show that educating on these services are an important factor. The results of this evaluation will be disseminated to the university website of graduate studies. Additional dissemination will occur with the local community college. The writer plans to sit down with the Chaffey College research committee, and see what services

the college can assist with as CalWORKs participants are completing their educational goals.

In addition, a copy of the report will be given to the Director of the CalWORKs department to review. This will also present physical numbers of the participants who provided answers to the electronically delivered survey. This leads to the question of why were the numbers so low? Is the email being received? The writer also hopes to present these findings to the CalWORKs committee. The hope is to generate a discussion not only on the responses, but to develop a plan and explore how the county information about the family stabilization program is being presented to the participants.

### Summary

Utilizing the Constructivist approach will allow all parties to advocate for change on how programs are addressed to the populations they are supposed to serve. It is important for the hermeneutic dialectic circle to continue to check in and see what is working and what may need adjustment to increase the knowledge of the family stabilization act. By continuing to educating the CalWORKs participants, the writer is hoping to be able to remove some biopsychosocial issues so the participants can increase their chances of completing their AA/AS degrees, certificates, and/or transfer rates.

APPENDIX A  
AUDIO USE AND CONSENT FORM

**AUDIO USE  
INFORMED CONSENT FORM  
FOR NON-MEDICAL HUMAN SUBJECTS**

As part of this research project, we will be making audiotape recording of you during your participation in the experiment. Please indicate what uses of this audiotape you are willing to consent to by initialing below. You are free to initial any number of spaces from zero to all of the spaces, and your response will in no way affect your credit for participating. We will only use the audiotape in ways that you agree to. In any use of this audiotape, your name would *not* be identified. If you do not initial any of the spaces below, the audiotape will be destroyed.

**Please indicate the type of informed consent**

☐ Photograph      ☐ Videotape      ☐ Audiotape

*(AS APPLICABLE)*

- The photograph/videotape/audiotape can be studied by the research team for use in the research project.

Please initial: \_\_\_\_\_

- The photograph/videotape/audiotape can be shown/played to subjects in other experiments.

Please initial: \_\_\_\_\_

- The photograph/videotape/audiotape can be used for scientific publications.

Please initial: \_\_\_\_\_

- The photograph/videotape/audiotape can be shown/played at meetings of scientists.

Please initial: \_\_\_\_\_

- The photograph/videotape/audiotape can be shown/played in classrooms to students.

Please initial: \_\_\_\_\_

- The photograph/videotape/audiotape can be shown/played in public presentations to nonscientific groups.

Please initial: \_\_\_\_\_

- The photograph/videotape/audiotape can be used on television and radio.

Please initial: \_\_\_\_\_

I have read the above description and give my consent for the use of the photograph/videotape/audiotape as indicated above.

The extra copy of this consent form is for your records.

INITIALS \_\_\_\_\_ DATE \_\_\_\_\_

APPENDIX B  
CHAFFEY COLLEGE INSTITUTIONAL  
REVIEW BOARD APPROVAL

# Chaffey College

## INSTITUTIONAL REVIEW BOARD (IRB) ACTION FORM

Mailing Address:  
5885 Haven Avenue  
Rancho Cucamonga, CA 91737

Physical Address:  
5885 Haven Avenue  
Rancho Cucamonga, CA 91737

Phone: (909) 652-6460  
Fax: (909) 652-6461  
E-mail: [irb@chaffey.edu](mailto:irb@chaffey.edu)

1. IRB #: CCIRB-2015-08-11-AM

2. Title of Study: Family Stabilization: Does it Work?

3. Principal Investigator (PI):

Name: Angela Marie McKindley	Highest Degree Earned: BASW
Mailing Address:	Phone Number: (909) 987-1073
10244 Arrow Route # 6	Cell Phone: (909) 510-9434
Rancho Cucamonga, CA 91730	Fax:
	Email: <a href="mailto:mckia303@coyote.csusb.edu">mckia303@coyote.csusb.edu</a>
Completion Date of Human Subject Protection Training: 01/28/2015	
Contact Person / Study Coordinator Name: Dr. Erica Lizano, Ph.D., M.S.W., M.P.A.	Highest Degree Earned: Doctorate
Mailing address (if different from PI):	Phone Number: (909) 537-5584
5500 University Parkway	Fax Number:
San Bernardino, CA 92407	E-mail: <a href="mailto:elazino@csusb.edu">elazino@csusb.edu</a>

4. Level of Review:

- |  |                            |
|--|----------------------------|
| <input checked="" type="checkbox"/> Exemption Review | Exemption Category: 5      |
| <input type="checkbox"/> Expedited Review            | Expedited Review Category: |
| <input type="checkbox"/> Full Committee Review       |                            |
| <input type="checkbox"/> Continuing Review           |                            |

### Determination of Institutional Review Board

- ☒ Approved
- ☐ Approved Subject to Stipulations (see attachment for a list of stipulations identified by the IRB)
- ☐ Tabled (Insufficient information exists to make a determination on the status of the proposed research study. Please see the attached list of information that is requested by the IRB before a determination can be made).
- ☐ Disapproved (see attachment for reason(s) why IRB disapproved the proposed protocol)

### Further Action

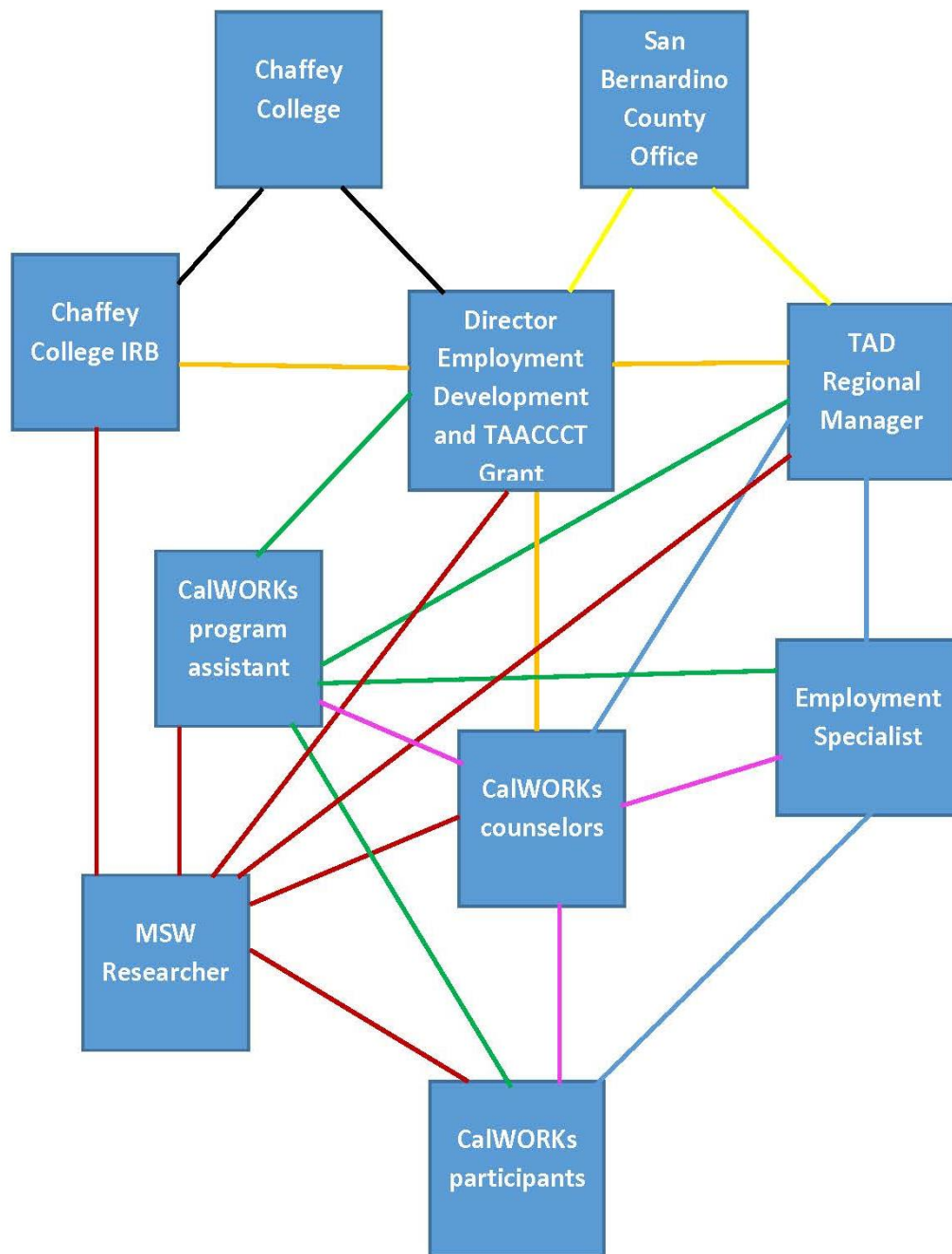
- ☒ Authorization by IRB to Conduct/Continue to Conduct Research at Chaffey College
- ☐ Must submit an Application to Involve Human Subjects in Research
- ☐ Proposed Research Study Denied - Not Authorized by IRB to Conduct Research at Chaffey College

Signature of IRB Committee Co-Chair: Marc Meyer		Date: 08/11/15
Signature of IRB Committee Co-Chair: Jim Fillpot		Date: 08/11/15

Chaffey Community College District  
IRB Action Form



APPENDIX C  
HERMENEUTIC CIRCLE



\*Hermetic Circle

Chaffey College, Chaffey College IRB, San Bernardino TAD, Director of Employment Development and TAACCCT Grant, TAD Regional Manager, TAD Employment Specialists, CalWORKs Program Assistant, CalWORKs Educational Counselors, MSW Researcher, CalWORKs Participants (2016).

APPENDIX D  
INTERVIEW GUIDE QUESTIONS

## Interview Guide

### Guiding Questions

1. Tell me what you know about Family Stabilization.
2. Do you find these services are helpful? Why or why not?
3. What services do you think could be added to help assist you in reaching your educational goal?
4. Have you been sanctioned because you did not meet the required WTW hours due to your participation with Family Stabilization Program?
5. If you could change one thing with the process of applying for Family Stabilization, what would it be?
6. Were you approved for the FSP?  
If Yes:
  - 6a) Was the approval letter easy to understand?
  - 6b) Did it lay out the guidelines?
  - 6c) Did you have access to a case worker if you needed support?
  - 6d) What was the turnaround time for receiving that support?
  - 6e) Lastly, were all your questions answered?If No:
7. Was the denial letter easy to understand?
  - 7a) Did it explain the reason(s) for the denial?
  - 7b) Did the letter go over the program guidelines?
  - 7c) Did you have access to a case worker if you needed further support?
  - 7d) What was the turnaround time for receiving that support?
  - 7e) Lastly, were all your questions answered?

Developed by Angela McKindley

APPENDIX E  
SURVEY REQUEST FLYER

# I NEED YOUR HELP!

FORMER CHAFFEY COLLEGE CALWORKS PARTICIPANT



**Angela M. McKindley—MSW Student, Mom**  
AA 2010 Liberal Arts and Sciences;  
AA 2011 University Studies: Social Sciences;  
BASW 2013; Expected MSW 2016  
Also pictured: Brianna and Isaac

## Hello fellow CalWORKs participants

My Name is Angela McKindley and I need your help in completing my thesis for my degree in Master's of Social Work. I too, was a former CalWORKs Participant, and involved with EOPS/CARE, Puente, and Opening Doors at Chaffey College. All of these programs helped successfully guide me. I completed my Bachelor's Degree of Social Work from CSUSB in 2013. I am now finishing up my Master's Degree in Social Work and will graduate June 18, 2016.

I believe in you! You have the power to reach your goals, and I strongly encourage you to reach out and use all your supports both on and off campus. One of these supports being Family Stabilization (FS), a county CalWORKs program. The attached survey will test your knowledge and experiences with FS. I'm looking to hear about your experiences. Please take the next five minutes to answer the following questions by clicking on the link below. Let's work together to see what might be missing in helping you achieve your educational goals.

**THANK YOU FOR TAKING THE TIME TO HELP ME WITH MY  
MSW RESEARCH PROJECT**

**Chaffey**  **College**

**CALIFORNIA STATE UNIVERSITY  
SAN BERNARDINO**

**YOU CAN: ACHIEVE, ASPIRE, BELIEVE, CONNECT, CREATE, DREAM,  
HAVE ENDURANCE, FAITH, GOALS, HOPE, BE OPTIMISTIC, PEACEFUL,  
PERSEVERANT, RESILIENT, SUCCESSFUL, HAVE TRUST, TEAMWORK,  
UNDERSTANDING, BE VICTORIOUS, AND YOU'RE WORTH IT!**

APPENDIX F  
INFORMED CONSENT



## **STUDENT INFORMED CONSENT**

The study in which you are being asked to participate is designed to investigate Family Stabilization amongst CalWORKs participants. This study is being conducted by Angela M. McKindley under the supervision of Erica L. Lizano, Ph.D., M.S.W., M.P.A.: Assistant Professor of Social Work, California State University, San Bernardino. This study has been approved by the Institutional Review Board Social Work Sub-committee, California State University, San Bernardino.

### **PURPOSE:**

The purpose of this research project is to seek the understanding of knowledge, feelings, and personal experience of the Family Stabilization Act among CalWORKs participants. By looking at these three components the researcher will be able to identify participants who have had both good and bad experiences with the process of receiving services under the Family Stabilization Act.

### **DESCRIPTION:**

The first point of contact will be through the use of email for a completion of a survey that will consist of questions on your understanding of Family Stabilization. Once the researcher reviews the results will determine the interview process. The interview will last between 30 – 45 minutes, but the interviewee might be recalled for follow up information. A notice will be delivered through email requesting a date a time that is convenient for the interviewee. Lastly, one participant will be requested to sit down with key informants/gate keepers to discuss improvements that can be made to the Family Stabilization Act.

**PARTICIPATION:** Your participation is completely voluntary and you do not have to answer any questions you do not wish to answer. You may skip or not answer any questions and can freely withdraw from participation at any time.

### **CONFIDENTIAL:**

Your responses will remain confidential and data will be reported in group form only. Confidentiality will be kept by maintaining personal and private information to a locked office. The only person who will be able to identify the student will be Angela M. McKindley.

### **DURATION:**

**Survey:** The survey will take you anywhere from five to ten minutes to complete.

**Interview:** If selected for a follow up interview, the process will take 30 to 45 minutes. If we do not finish within the allotted time, a second interview will be scheduled consistent of the same time frame of 30 to 45 minutes.



**RISKS:** There are no foreseeable risks to the participants who chose to participate in the research.

**BENEFITS:** Benefits will increase the public knowledge through self-empowerment; increasing assertiveness in requesting services; increase the development of adding other potential barriers to be included into the scope of services under The Family Stabilization Act.

**VIDEO/AUDIO/PHOTOGRAPH:**

\_\_\_\_\_ I understand that this research will be audio recorded Initials.

**See attached form for further audio recording consent.**

**CONTACT:** For further inquiries regarding pertinent questions about the research, research subjects' rights, and whom to contact in the event of a research-related injury to the subject is:

Erica L. Lizano, Ph.D., M.S.W., M.P.A.  
Assistant Professor  
California State University, San Bernardino  
Phone (909)537-5584  
Email: [elizano@csusb.edu](mailto:elizano@csusb.edu)

**RESULTS:**

Results will be available after December 2016 at the Pfau Library at California State University, San Bernardino 5500 University Parkway, San Bernardino, CA 92407.

**CONFIRMATION STATEMENT:**

I understand that I must be 18 years of age or older to participate in your study, have read and understand the consent document and agree to participate in your study.

**SIGNATURE:**

Place an X: \_\_\_\_\_

Date: \_\_\_\_\_

APPENDIX G  
DEBRIEFING STATEMENT



---

**College of Social and Behavioral Sciences**  
*School of Social Work*

**Study on Family Stabilization**

**Debriefing Statement**

I want to thank you for taking the time out of your busy schedules to participate in this study on how effective Family Stabilization is. Thank you again for your participation and for not discussing the contents of the decision question with other students. If you have any questions about the study, please feel free to contact Angela M. McKindley or Professor Erica Lizano at (909) 537-5584. If you would like to obtain a copy of the group results of this study, please contact Professor Erica Lizano at (909) 537-5584 at the end of Spring Quarter of 2016.

**Resources**

**Mental Health and Drug Addiction** <http://www.samhsa.gov> provides both resources for substance abuse and mental health. This site allows the individual to search for assistance by state, city, and zip code. Each location has provided contact information. **Domestic Violence** <http://www.thehotline.org> provides access to any individual who is in need of help, wants to help, and wants to understand what domestic violence is. Contact numbers: 1-800-799-SAFE (7233) or 1-800-787-3227 (TTY) **Homelessness** <http://www.homelessshelterdirectory.org/california.html> provides a detailed list of California Shelters where you can choose from a list of cities to find homeless shelters. <http://www.211sb.org> Provides multiple resource's within the San Bernardino area.

909.537.5501 · 909.537.7029

**5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393**

The California State University · Bakersfield · Channel Islands · Chico · Dominguez Hills · East Bay · Fresno · Fullerton · Humboldt · Long Beach · Los Angeles  
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APPENDIX H  
LIST OF SURVEY QUESTIONS

### Family Stabilization: Does it Work?

1. Are you male or female?  
Male or Female
2. How old are you?  
18 – 25  
26 – 32  
33 – 40  
41 – 48  
49 – 55  
56 – 62 +
3. How many children/grandchildren do you have or care for?  
1, 2, 3, 4, 5, 6, 7 +
4. How many units are you enrolled in?  
0-3/4-6/7-9/10-12+
5. Have you heard about Family Stabilization?  
Yes or No
6. Do you understand the services provided under the Family Stabilization Act?  
Yes, definitely.  
Somewhat  
No.
7. Have you ever been sanctioned for not meeting your WTW hours?  
Yes or No
8. Have you applied for Family Stabilization Services?  
Yes or No
9. Were you either approved or denied services?  
Approved or Denied
10. If denied were you given a denial letter explaining the reason for the denial?  
Yes or No
11. If you were denied services under the Family Stabilization Act did you try to appeal?  
Yes or No
12. If you were approved do you feel these services are helping you achieve your educational goals?  
Yes or No
13. What do you think is missing in assisting you with reaching your educational goals?  
Explain
14. What other services do you think can be offered to help in your educational success?  
Explain
15. On a scale from 1 – 5 how do you feel you understand the services that are provided under the Family Stabilization Act?  
1 – Dislike 2 – somewhat dislike 3 – okay 4 – somewhat approve 5 – approve

Developed by Angela McKindley

APPENDIX I  
INTERVIEW REQUEST FLYER

A family's  
**Love**  
is forever

I still need your help to complete  
my MSW research project.

**I need 8 volunteers!**



Call **CalWORKs** (909) 652-6049

to reserve your seat.

**Friday 3/4/16**

**2:00 pm—4:00 pm**

*Workshop is located in  
WH—102.*



**Incentives will be given for those who attend and willing to participate.**



Come and check in with Angela  
McKindley, former CalWORKs  
participant, as she finishes her  
MSW research project on The  
Family Stabilization Program.

Through the interview process  
she will look at your stories,  
your struggles, and your success  
stories. All answers will remain  
and be reported anonymously.

With your help we will look at  
what might need to be changed  
while increasing community  
connections as you work to-  
ward earning your degree.

APPENDIX J  
INSTITUTIONAL REVIEW BOARD APPROVAL LETTER



**CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO**  
**SCHOOL OF SOCIAL WORK**  
**Institutional Review Board Sub-Committee**

Researcher(s) Angela McKindley

Proposal Title Family Stabilization: Does it work?

# SW1561

Your proposal has been reviewed by the School of Social Work Sub-Committee of the Institutional Review Board. The decisions and advice of those faculty are given below.

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Proposal is:

☒ approved

☐ to be resubmitted with revisions listed below

☐ to be forwarded to the campus IRB for review

Revisions that must be made before proposal can be approved:

☐ faculty signature missing

☐ missing informed consent ☐ debriefing statement

☐ revisions needed in informed consent ☐ debriefing

☐ data collection instruments missing

☐ agency approval letter missing

☐ CITI missing

☐ revisions in design needed (specified below)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Jane C  
Committee Chair Signature

10/19/2015  
Date

Distribution: White-Coordinator; Yellow-Supervisor; Pink-Student

College of Social and Behavioral Sciences  
*School of Social Work*

**STUDENT INFORMED CONSENT**

The study in which you are being asked to participate is designed to investigate Family Stabilization amongst CalWORKs participants. This study is being conducted by Angela M. McKindley under the supervision of Erica L. Lizano, Ph.D., M.S.W., M.P.A.: Assistant Professor of Social Work, California State University, San Bernardino. This study has been approved by the Institutional Review Board Social Work Sub-committee, California State University, San Bernardino.

**PURPOSE:**

The purpose of this research project is to seek the understanding of knowledge, feelings, and personal experience of the Family Stabilization Act among CalWORKs participants. By looking at these three components the researcher will be able to identify participants who have had both good and bad experiences with the process of receiving services under the Family Stabilization Act.

**DESCRIPTION:**

The first point of contact will be through the use of email for a completion of a survey that will consist of questions on your understanding of Family Stabilization. Once the researcher reviews the results will determine the interview process. The interview will last between 30 – 45 minutes, but the interviewee might be recalled for follow up information. A notice will be delivered through email requesting a date a time that is convenient for the interviewee. Lastly, one participant will be requested to sit down with key informants/gate keepers to discuss improvements that can be made to the Family Stabilization Act.

**PARTICIPATION:** Your participation is completely voluntary and you do not have to answer any questions you do not wish to answer. You may skip or not answer any questions and can freely withdraw from participation at any time.

**CONFIDENTIAL:**

Your responses will remain confidential and data will be reported in group form only. Confidentiality will be kept by maintaining personal and private information to a locked office. The only person who will be able to identify the student will be Angela M. McKindley.

**DURATION:**

**Survey:** The survey will take you anywhere from five to ten minutes to complete.

**Interview:** If selected for a follow up interview, the process will take 30 to 45 minutes. If we do not finish within the allotted time, a second interview will be scheduled consistent of the same time frame of 30 to 45 minutes.

909.537.5501 · 909.537.7029

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**RISKS:** There are no foreseeable risks to the participants who chose to participate in the research.

**BENEFITS:** Benefits will increase the public knowledge through self-empowerment; increasing assertiveness in requesting services; increase the development of adding other potential barriers to be included into the scope of services under The Family Stabilization Act.

**VIDEO/AUDIO/PHOTOGRAPH:**

\_\_\_\_\_ I understand that this research will be audio recorded Initials.  
**See attached form for further audio recording consent.**

**CONTACT:** For further inquiries regarding pertinent questions about the research, research subjects' rights, and whom to contact in the event of a research-related injury to the subject is:

Erica L. Lizano, Ph.D., M.S.W., M.P.A.  
Assistant Professor  
California State University, San Bernardino  
Phone (909)537-5584  
Email: [elizano@csusb.edu](mailto:elizano@csusb.edu)

**RESULTS:**

Results will be available after December 2016 at the Pfau Library at California State University, San Bernardino 5500 University Parkway, San Bernardino, CA 92407.

**CONFIRMATION STATEMENT:**

I understand that I must be 18 years of age or older to participate in your study, have read and understand the consent document and agree to participate in your study.

**SIGNATURE:**

Initials: \_\_\_\_\_

Date: \_\_\_\_\_

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